

## B-C GRAMMAR NUMBER 1 ELEMENTARY

114 Hook Avenue  
West Columbia, SC 29169

**GRADES** K-5 Elementary School

**ENROLLMENT** 327 Students

**PRINCIPAL** M. L. Jerry Hicks 803-739-4075

**SUPERINTENDENT** Barry F. Bolen 803-739-8399

**BOARD CHAIR** Jerry S. Chitty 803-739-4708

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	47	44	3	0

**IMPROVEMENT RATING:** **UNSATISFACTORY**

**ADEQUATE YEARLY PROGRESS:** **YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

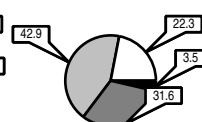
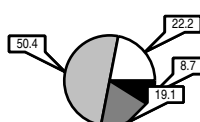
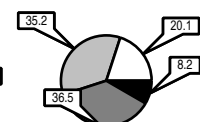
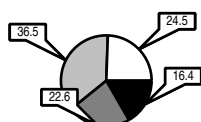
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	171	100.0	20.1	35.2	36.5	8.2	56.6	Yes	Yes
<b>Gender</b>									
Male	87	100.0	21.0	39.5	37.0	2.5	50.6		
Female	84	100.0	19.2	30.8	35.9	14.1	62.8		
<b>Racial/Ethnic Group</b>									
White	89	100.0	7.1	28.6	53.6	10.7	79.8	Yes	Yes
African-American	78	100.0	34.7	44.4	16.7	4.2	29.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	138	100.0	18.0	30.5	41.4	10.2	65.6		
Disabled	33	100.0	29.0	54.8	16.1	0.0	19.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	171	100.0	20.1	35.2	36.5	8.2	56.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	171	100.0	20.1	35.2	36.5	8.2	56.6		
<b>Socio-Economic Status</b>									
Subsidized meals	94	100.0	33.7	43.0	16.3	7.0	33.7	Yes	Yes
Full-pay meals	77	100.0	4.1	26.0	60.3	9.6	83.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	171	100.0	24.5	36.5	22.6	16.4	51.6	Yes	Yes
<b>Gender</b>									
Male	87	100.0	22.2	39.5	21.0	17.3	46.9		
Female	84	100.0	26.9	33.3	24.4	15.4	56.4		
<b>Racial/Ethnic Group</b>									
White	89	100.0	11.9	29.8	35.7	22.6	72.6	Yes	Yes
African-American	78	100.0	40.3	43.1	8.3	8.3	26.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	138	100.0	18.8	35.2	26.6	19.5	60.2		
Disabled	33	100.0	48.4	41.9	6.5	3.2	16.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	171	100.0	24.5	36.5	22.6	16.4	51.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	171	100.0	24.5	36.5	22.6	16.4	51.6		
<b>Socio-Economic Status</b>									
Subsidized meals	94	100.0	39.5	44.2	8.1	8.1	25.6	Yes	Yes
Full-pay meals	77	100.0	6.8	27.4	39.7	26.0	82.2		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	58	98.3	17.6	31.4	45.1	5.9	51.0
	<b>Grade 4</b>	70	100.0	26.6	37.5	32.8	3.1	35.9
	<b>Grade 5</b>	66	100.0	35.0	46.7	18.3	N/A	18.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	68	100.0	17.9	34.3	32.8	14.9	47.8
	<b>Grade 4</b>	42	100.0	7.5	35.0	52.5	5.0	57.5
	<b>Grade 5</b>	61	100.0	35.6	39.0	23.7	1.7	25.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	58	100.0	15.4	42.3	26.9	15.4	42.3
	<b>Grade 4</b>	70	100.0	18.8	35.9	20.3	25.0	45.3
	<b>Grade 5</b>	66	100.0	8.3	61.7	16.7	13.3	30.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	68	100.0	23.9	40.3	26.9	9.0	35.8
	<b>Grade 4</b>	42	100.0	25.0	17.5	35.0	22.5	57.5
	<b>Grade 5</b>	61	100.0	28.8	45.8	6.8	18.6	25.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 327)</b>				
First graders who attended full-day kindergarten	91.8%	N/C	100.0%	100.0%
Retention rate	1.6%	Up from 0.8%	3.1%	2.7%
Attendance rate	96.0%	Up from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%		3.8%	3.5%
Eligible for gifted and talented	34.1%	Down from 34.7%	12.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.9%	Down from 7.1%	9.5%	8.2%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	44.4%	Down from 51.9%	49.0%	51.4%
Continuing contract teachers	92.6%	Down from 96.3%	88.7%	87.5%
Highly qualified teachers**	100.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 87.4%	86.0%	86.7%
Teacher attendance rate	94.0%	Down from 96.7%	94.5%	94.9%
Average teacher salary	\$44,202	Up 5.0%	\$40,091	\$40,760
Prof. development days/teacher	13.0 days	Up from 8.6 days	12.6 days	12.4 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.4 to 1	19.0 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 91.7%	89.4%	90.0%
Dollars spent per pupil*	\$7,314	Down 1.4%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	65.7%	Up from 64.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

B-C Grammar School No. 1 first opened its doors in September 1952. This year, we moved into a new addition to our building that houses a gym, art and music rooms, and rooms for our reading recovery and SOAR teachers. B-C Grammar School No. 1 has maintained an "All Clear" rating from the State Department of Education. Our school achieved full accreditation from the Southern Association of Colleges and Schools, which it has done since 1972. Our school community completed a self-study in 2001, which can be viewed on our website. Language arts has been the main direction for in-service since our self-study. Our faculty studied the book, *Reading Essentials: The Specifics You Need to Teach Reading Well* this year. We have supplemented the reading program of our regular teachers with help from reading specialists who use the Reading Recovery Program, literacy groups, and the SOAR Program. We have a curriculum coach, Beth White, who shares and demonstrates the latest methods from the state's reading initiative. Our orientation has become results based and we have emphasized improving instruction through collaborative efforts during common grade level planning time. Students are assessed periodically throughout the year with the MAP program of Northwest Evaluation Association. We realize that it is extremely important that parents understand our curriculum and have emphasized this by having Family Curriculum Nights. Additional academic help is available to our students through an after-school tutorial program for grades 4 and 5 and Orchard math and language software.

B-C No. 1 is a magnet school for the OASIS Academy, a full day academically accelerated program for selected students who qualify for state gifted and talented services. We offer one class in each grade, 3 - 5. We have a full time guidance counselor, full time nurse, a school-based mental health counselor, and a first steps worker. We have four teachers that are National Board certified. Our Teacher of the Year is Lisa Ragsdale, a first grade teacher. Our Staff Person of the Year is Paulette Keaton, our attendance officer and library aide. We had ten students who received the President's Academic Fitness Award. One of our students was runner-up in the 5th Grade District Spelling Bee.

Jerry Hicks, Principal

Mike Penn, Chairman, SIC-Title I Committee

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	52	22
Percent satisfied with learning environment	95.5%	92.3%	100.0%
Percent satisfied with social and physical environment	95.7%	84.6%	90.5%
Percent satisfied with home-school relations	65.2%	92.3%	86.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.